Teacher Quality Standard

Competencies





**SELF-REFLECTION**

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Teacher Quality Standard Competency

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| **1. Teachers’ application of pedagogical knowledge, skills and attributes is based on their ongoing analysis of contextual variable.** Understands contextual variables (student, regulatory, school, parent/societal, teacher) and how they affect teaching and learningOptimizes student learning by employing teaching skills appropriate to the contextual situation |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of practices in our school …

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| What is my assessment of my working relationships in the school community? | What programs/strategies do I have in place to build trust and support positive working relationships? |
| How effective are these programs and strategies? | What resources or skills may be needed? |

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| **2. Teachers understand the legislated, moral and ethical frameworks within which they work**   1. Understands the structure of the Alberta Education System 2. Is familiar with the Policies and Adminstrative Procedures of Parkland School Division No. 70 3. Understands their statutory responsibilities 4. Knows the different roles in the System and how different responsibilities and accountabilities are determined, communicated and enforced 5. Seeks clarification when necessary and conscientiously follows School and School Division Policy and Procedures |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in our school …

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| As the educational leader, how do I support the mission and vision of PSD? | What is my assessment of the school’s current shared values, vision, mission and goals? |
| How do I seek clarification of PSD policies and procedures? | What resources or skills may be needed? |

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| **3. Teachers understand the subject disciplines they teach**   1. Demonstrates academic competence in the area of teaching assignment 2. Assists students by making a meaningful connection to the curriculum and engaging students in relevant activity 3. Is resourceful in securing appropriate materials for student use 4. Has a repertoire of teaching strategies that promote growth for all students 5. Provides opportunity for student “voice” and “choice” in delivery of the curriculum |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of practices in our school …

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| What is my assessment of the current culture of learning in my class? | What programs and strategies are in place to develop and promote a culture of learning my class and grade? |
| How is the current culture of learning affecting my students? | What resources or skills may be needed? |

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| **4. Teachers know there are many approaches to teaching and learning**   1. Is responsive to the developmental needs of students 2. Provides for flexible grouping as necessary 3. Plans for accommodating diverse student needs and interests (for an individual-based or small group) 4. Can vary instruction on clear objectives 5. Recognizes and provides for multiple intelligences |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of practices in my class/grade …

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| What is my assessment of the quality of my teaching and of the learning opportunities available to all students in the school? | What programs and strategies are in place to support high-quality teaching and learning for all students? |
| How effective are these programs and strategies in enhancing pedagogical practices and improving student learning? | What resources or skills may be needed? |

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| **5. Teachers engage in a range of planning activities**  a) Chooses subject matter that is clearly appropriate in terms of grade level, according to the Program of Studies, with  provisions for individual students for whom adaptation is necessary  b) Provides students with relevant, meaningful curriculum  c) Maintains a combination of long & short range, unit & daily plans that specify objectives, time and a plan for assessment,  modify plans as necessary   1. Plans show evidence of correlation and integration between & across subjects 2. Plans collaboratively with Teacher Colleagues 3. Provides plans and procedures for Substitute Teachers |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of practices in my class …

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| What is my assessment of my range of planning activities? | How is curriculum delivered meaningfully to all students? |
| How do I plan effectively for every student? | What resources or skills may be needed? |

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| **6. Teachers create and maintain environments that are conducive to student learning**   1. Is a positive role model (i.e. respect, listening) 2. Is sensitive to the needs of students and their families 3. Employs appropriate, effective and pro-active discipline strategies 4. Manages disruptive behaviour constructively, and in accordance with School and School Division Policy 5. Contributes to the overall tone of the School by showing concern and commitment toward student conduct outside the classroom (i.e. hallways, gym, playground) 6. Establishes effective classroom management (i.e. starts class promptly, has routines for class procedures) 7. Ensures student safety in all activities 8. Works collaboratively with colleagues, parents and students to provide a supportive learning environment 9. Ensures that every student is welcome and is a contributing class member 10. Organizes and uses resources appropriately to ensure access and safety 11. Reinforces Parkland School Division’s Code of Conduct |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in my class …

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| What is my assessment of creating a safe and caring environment for my students? | What programs and strategies are in place to ensure a safe, caring and effective learning environment? |
| How effective are these programs and strategies for the learning environment? | What resources or skills may be needed? |

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| **7. Teachers translate curriculum content and objectives into meaningful learning activities**   1. Provides meaningful engagement for students 2. Incorporates a variety of teaching approaches (avoids over reliance on Teacher lecture) 3. Provides guided and independent practice to reinforce learning 4. Maintains reasonable time allotment and appropriate and efficient pacing 5. Utilizes smooth transitions and effective summary techniques 6. Adjusts instruction to accommodate individual differences 7. Incorporates the use of homework in appropriate and effective ways 8. Assists students in connecting their learning rather than experiencing isolated time blocks of unrelated subjects/activities 9. Communicates effectively (i.e. speaks fluently, excellent questioning techniques, uses a variety of verbal/non-verbal techniques, presents ideas in a logical manner, elicits and responds to student questions and comments in a manner that reinforces learning) |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in my class …

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| What are the needs and interests of the students in my class and school? | What advocacy strategies have been used? |
| How effective are these strategies? | What resources or skills may be needed? |

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| **8. Teachers apply a variety of technologies to meet students’ learning needs**   1. Uses technology in all areas of work 2. Models the effective use of technology with students 3. Embeds ICT outcomes in curriculum 4. Uses technology to enhance learning 5. Participates in his/her own learning regarding technology |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in my class …

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| --- | --- |
| What is my assessment on how effectively I use technology? | What strategies do I use to continue to learn more about using technology in the classroom? |
| How effectively do I use assistive technology for my students? | What resources or skills may be needed? |

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| **9. Teachers gather and use information about students’ learning needs and progress**   1. Understands and employs strategies for Assessment for learning and Assessment of learning 2. Works with others to develop common assessment tools 3. Provides for a range of performance-based assessment opportunities 4. Develops and communicates a written evaluation plan in accordance with Division and School Policy 5. Makes evaluation methods clear and purposeful 6. Prepares assessments which reflect appropriate curriculum and instruction |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in my class …

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| How effective are my strategies for assessment for learning? | How effective are my strategies of assessment for learning? |
| Within my grade, do I have common assessments for all areas of curriculum and strands? | What resources or skills may be needed? |

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| **10. Teachers establish and maintain partnerships among School, Home and Community, and within their**  **own Schools**   1. Is an amabassador for the School and the School Division 2. Keeps Administration informed of pertinent school-related issues 3. Shows warmth and empathy to colleagues, students and parents 4. Contributes to the development and achievement of the School Education Plan 5. Maintains open and effective communication (i.e. initiates communication with parents) 6. Promotes healthy relationships by the use of programs offered by PSD (i.e. 7 Habits of Highly Effective People, Healthy Interactions) 7. Takes responsibility for maintaining close relationships with students and parents 8. Assists students in making meaninful connections in the School and Community |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in my class/school …

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| --- | --- |
| How do I promote our school and the School Division? | How do I foster healthy relationships with my students, colleagues and community? |
| How effective are these strategies? | What resources or skills may be needed? |

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| **11. Teachers are career long learners**   1. Is a reflective practitioner (able to monitor and evaluate his/her own classroom performance) 2. Participates in professional growth activities (i.e. professional organizations, PLC work, reading, conferences) 3. Develops course work and a professional growth plan 4. Makes use of job embedded opportunitites for professional development 5. Seeks feedback from a variety of sources including students and parents 6. Makes professional contributions beyond the classroom (i.e. committee involvement presentations) 7. Is a collaborative team member (i.e. shares ideas, materials and methods with other Staff members 8. Remains current in teaching methodologies and builds in specific reflective practices (reflections show actute awareness of strengths and areas for growth) 9. Is realistic and shows perseverance and commitment to growth in teaching |

**Areas of Strength:**

**Areas of Growth:**

Based on a reflection of my practice in my class/school …

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| --- | --- |
| What are my professional growth activities? | What evidence do I have to demonstrate professional growth? |
| How do my professional growth plans align with PSD goals and initiatives? | What resources or skills may be needed? |